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Co-operative Education and Work-Integrated Learning (CEWIL) Research Matters

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CEWIL Research Matters

CEWIL Research Matters is a monthly newsletter showcasing research in co-operative education and work-integrated learning. The newsletter is a joint initiative of the CEWIL Canada Research Committee and WatCACE (University of Waterloo). We profile published research that we believe will be of interest to the CEWIL Canada community and feature practitioner and researcher viewpoints on the articles.

January 2020

• Article #1 • Article #2

Article #1

Students' assessment of experiential learning in an entrepreneurship curriculum: Expectations versus outcomes (2016)

Author(s)

Liang, K., Dunn, P., Howard, A., & Khananayev, S

Journal

Journal of Business & Entrepreneurship, 28(1), 125-144

Source

[WIL Research Portal](#)

Purpose: To provide assessment tools that work-integrated learning (WIL) researchers and practitioners can use to evaluate student expectations and learning outcomes.

Methodology: Evaluation instruments (surveys) were distributed to 110 students during one semester of the course Introduction to Community Entrepreneurship, offered at a university in the United States. The course involved an innovative curriculum called Dollar Enterprise.

Key Findings: Students had very different expectations compared to their experiences in terms of business process, entrepreneurship concepts, teamwork, communication, and transformation of failure.

Practitioner's Thoughts By Joanne Islip (Manager, Work-Integrated and Experiential Learning Services, Sheridan College)

How might the results of this work impact how you do your job?

In my role, I continually seek new approaches and methods to support quality work-integrated learning (WIL) and experiential learning (EL) activities for students. Liang et. al (2016) discuss one example of a non-conventional entrepreneurship curriculum and they conclude "we hope to demonstrate that new ideas and new opportunities in entrepreneurship education could be inspired through students' reflections on experiential learning linking to entrepreneurship education" (p. 141). This article inspires readers to use reflection beyond an evaluation tool, and to consider how reflection can improve WIL/EL program design and development. Perhaps evaluations can inform how post-secondary institutions enhance the variety of experiential offerings; how we can better help students to understand their personal growth and competency development through WIL/EL; and how we can use career education to prepare students for "real life" (p.141). If we regularly tap into student reflections and adapt our programming to reflect their learning and observations, WIL/EL experiences will encourage students to feel confident about their skills and to know they are ready for real life.